

**Greek Connections Team Training Program**

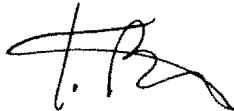
An Honors Thesis (HONRS 499)

By

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Thesis Advisor

Ken Burger

A handwritten signature in black ink, appearing to read 'K. Burger', with a stylized flourish at the end.

Ball State University  
Muncie, Indiana

May 2008

Graduation Date:  
May 3, 2008

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Thesis  
2009  
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## Abstract

This thesis is designed to be a training program for what will be called the Ball State University Greek Connections Team. Included in the training packet is a schedule of the two-day program which covers leadership training and group facilitation training programs from several organizations on and off-campus. These organizations include Camp Adventure, Health Educators, the Counseling Center, Interfraternity Council, Panhellenic Council, and National Pan-Hellenic Council. A great deal of research and assistance from other Universities with similar programs went into the development of the Greek Connections Team training program, as well.

## Acknowledgements

I would first like to thank my sisters in Alpha Chi Omega. My experiences with these amazing women have inspired me to take my career in a new and exciting direction. It was my involvement in Alpha Chi Omega and in Greek life that led me to graduate program in Student Affairs Administration in Higher Education with the hopes of one day working in University Greek Life.

I would also like to thank Ken Burger for his assistance and advising throughout this project. The resources and seemingly endless amount of information he provided were vital to the development of the training program. His guidance helped me to make decisions for myself and really gain confidence in my own work.

## Reflection

The Honors College Senior Thesis. These are words that, if you ask a majority of Honors students, cause us to shudder. This project is something each of us knows about when we sign up for the Honors College, and so it is something that looms over our entire four (or more) years at Ball State University. Of course, we are told to plan ahead and start thinking about what we might want to do before senior year rolls around, but somehow that just did not work out for me. With each year of college, I came closer to the realization that a project relating to my major, Telecommunications would be more of a chore than I wanted to deal with in my final semesters. Luckily, I had discovered Greek Life in the fall of my junior year, and that provided me with a few options for a thesis.

Originally, I spoke with the Program Coordinator for Greek Life, Ken Burger about assisting the Academics Implementation Team with creating a unified scholarship plan for all the Greek Councils. I thought that I would be a good fit for this because of my experience as the Vice President of Intellectual Development for Alpha Chi Omega. I had already developed a scholarship plan for my individual chapter and thought my assistance to the team would be beneficial, but after discussing it with Ken, we realized that *assistance* does not make a thesis.

The Marketing Implementation Team, however, was working to develop a brand new team of Greek Ambassadors to be the faces of the Greek community and help to promote Greek life to parents and potential members. This team would need a training program. And so, my thesis began. After all, my passion for Greek Life is not limited to academics. By developing

this training program, I am contributing to a project that will highlight all of the amazing benefits of Greek Life and help our Greek community to grow and improve year after year.

The project started with research. There are a few Universities who currently have a similar Ambassador program in place. My first task was to contact these Universities and get as much information as possible to start with. This process ended up being the most time-consuming part of developing the training program. I had trouble communicating with the contact people at these universities that I was working on a pretty strict timeline. The information I did receive, though, was crucial to the development of the program. I had no idea where to begin without their assistance. From the information they gave me, I learned about the number of things that should be included that Greek Ambassadors need to know. Things like Greek terminology, Greek council information, scholarship information, recruitment information, and frequently asked questions about Greek Life. This gave me the start I needed to start developing a training program that would be uniquely adapted for the Ball State Greek Connections Team.

I then began contacting departments at Ball State asking for their assistance. I knew that we would need coordination with a few different departments to give presentations during the training sessions for the Greek Connections Team. John Bennett from Orientation was extremely helpful by providing the training schedule for orientation. This gave me an idea for a format for the Greek Connections Team schedule and some valuable contact information. Using the Orientation schedule, I was able to get in touch with Lisa Thomason in Health Education and Bud Edwards from the Counseling Center.

Lisa Thomason was very open to the idea of combining group facilitation and public speaking skills to create a unique training program centered on the idea of effective communication. The program would cover listening skills (active versus passive listening), presentation writing, handling questions and answers, and methods to manage disrespectful audience members. In its simplest form, the training could be done in about an hour. Lisa likes to include a segment, though, where trainees actually begin working on a presentation outline and get some practice delivering speeches. To include a segment like this, I added another hour to the schedule for her section on effective communication.

Bud Edwards mentioned that the Counseling Center provides a variety of programming on a range of diversity issues. He said he would be happy to meet with the Greek Connections Team to address sensitivity to diversity and provide any other education or training that we might need. It is important to have a session on diversity sensitivity so that Greek Connections Team members are able to address with consideration a number of issues that may arise with students from different religious, ethnic, racial, and various other backgrounds.

After confirming the programs for diversity sensitivity and effective communication, I felt that one important thing missing from the training program was leadership development. Leadership is one of the most important qualifications we look for in candidates for the Greek Connections Team. Camp Adventure is a place that the Business Fellows program at Ball State utilizes to develop leadership, team building, and communication skills. I spoke with James Leslie, the on-site facilitator for Camp Adventure and he gave me a full tour and description of the facilities and what kind of programming they do. With a ropes course, initiatives, and team building activities, the three hour program would help the individual members to work cohesively and effectively to reach the desired goals of the Greek Connections Team.

Twice each day, I scheduled either an icebreaker activity or team building activity. I included a number of options for each within the training packet. Icebreakers are vital, especially on the first day, to ensure that the team members really get to know each other. Working in a team for a common goal cannot be effective if you cannot even give the names and some interests of your other team members. Knowing more about each individual also helps everyone communicate more effectively with each other. The team building activities are important to develop communication and identify team members' leadership styles.

The rest of the information in the training program is designed to give the team members background information on the Greek Community. Some of this information will be presented, while some of it will require independent research for the Greek Connections Team members. Either way, the information provided on both days of the training program will culminate in a role playing activity. Facilitators will play the roles of difficult and "worst case scenario" students and parents while the trainees will attempt to apply the knowledge they gain to address the problems effectively and efficiently. This is designed to give them a little bit of experience before they are put in a "real-life" situation.

This project has been one of the most involved and interesting projects of my college career, as I am sure it is meant to be. I learned so much about Greek Life that I didn't know before, and more importantly, I learned the kind of work it takes to put together such a multi-faceted project. One of the most important lessons I will take away from doing this project is effective communication and time management. I have always had a problem with delegation, so it took me awhile to accept that I would need the help of people from other universities and departments in order to accomplish my ultimate goal. Because of this, I had a slower start to my thesis which put me in a time crunch in the end.

Despite the time constraints, I am very pleased with the final result. It is very exciting to think that something I put so much work and dedication into will be used in future years for the betterment of

the Greek community that has done so much for me. During one of our last meetings, Ken, my thesis advisor, told me that my thesis was Graduate-level work. Nothing could have made me happier at that moment, because I am going to graduate school so that I can ultimately do this sort of work as a career. This thesis has proven to me that I am making the right decision for my career path.

# greek connections team



ball state  
university





## **Welcome**

Hello and welcome to the Greek Connections Team! You have been chosen to be a Greek Connections Leader based on your valuable communication and leadership abilities as well as your passion for Greek life and knowledge of Ball State University and the Greek community. Now that we have identified you as a qualified candidate to be a Greek Connections Leader, it is our responsibility to make sure you are well-prepared for all of the tasks expected of you in this position. This is where the training program comes in.

With any position of leadership, it is important to know and understand everything that is expected of you. This includes background information, useful resources, leadership and communication development, and preparation for any situation you may encounter. As you know from the application and interview process, as a Greek Connections Leader you are expected to be a full time recruiter, representative, and ambassador for the Greek community and to be the face of the Greek community on Ball State University's campus. The goal of this training program is to make sure you are qualified and comfortable fulfilling all of these expectations.

By the end of this process, you will be well-versed on the recruitment and intake processes for IFC, PHC, and NPHC. You will be qualified to give campus tours to visitors interested in the Greek community. You will have a general knowledge of the scholarship statistics for the Greek community versus the Ball State Community as well as the scholarship opportunities available to Greek students and academic support provided by Greek organizations. You will be able to communicate effectively with small and large groups of parents and students. You will know all of the terminology associated with Greek life including words and phrases to avoid when discussing Greek life with parents and potential students. And you will know what questions parents and students will pose and how to answer them effectively no matter the difficulty or nature of the question.

We hope you are just as excited about this opportunity as we are. You are part of a brand new, influential marketing team for the Greek community. With your hard work, our community will flourish and grow to become even more accomplished and esteemed. It will be a commitment and it will require a lot of hard work, but we are here to help and give you the resources necessary to accomplish the goals of the Greek Connections Team.

Let's get started!

Greek Connections Team Facilitators

schedule

<b>Day 1 – Saturday</b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
8:00-8:15	Welcome and Introductions	Facilitators
8:15-8:30	Training & Objectives Overview	Facilitators
8:30-9:00	Team Building Activity	Facilitators
9:00-9:30	Travel Time	
9:30-12:30	Camp Adventure	James Leslie
12:30-1:30	Lunch	
1:30-2:00	Team Building Activity	Facilitators
2:00-4:00	Group Facilitation & Public Speaking	Lisa Thomason
4:00-5:00	Diversity Sensitivity	Bud Edwards

<b>Day 2 – Sunday</b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
8:00-8:15	Review Days Activities	Facilitators
8:15-8:30	Team Building Activity	Facilitators
8:30-9:00	Terminology Overview	Facilitators
9:00-9:30	Scholarship Overview	Facilitators
9:30-10:00	Costs/Investments	Facilitators
10:00-11:30	Council Presentations	IFC, PHC, NPHC Presidents
11:30-12:30	Lunch	
12:30-1:30	Recruitment Presentations	Council VP's of Recruitment
1:30-2:00	Team Building Activity	Facilitators
2:00-2:30	FAQ's	Facilitators
2:30-3:30	Practice/Simulation	Facilitators
3:30-4:00	Wrap-up	Facilitators

objectives

## **Objectives for the Greek Connections Team**

1. To be ambassadors for the Fraternity and Sorority community.
2. To provide meaningful information about the benefits of Fraternity and Sorority life to the Ball State University community and beyond.
3. To collaborate with Ball State University offices and constituents who seek information, training or assistance about Ball State University Fraternity and Sorority life.
4. To communicate to the Ball State University community and beyond through creative and innovative marketing channels and techniques about Fraternity and Sorority subjects and events such as recruitment, intake, philanthropies, service projects, Greek Week, NPHC parties, campus-wide speakers and Meet the Greeks.
5. To possess knowledge about the Ball State University community, strategies to market the Fraternity and Sorority community and strong oral communication skills.

terminology

## **Terms To Know**

**Active:** A member of a fraternity or sorority who has been initiated and is currently a college student.

**Alumna/Alumnus/Graduate Member:** An initiated fraternity or sorority member who has graduated from college.

**Badge:** A piece of jewelry that designates affiliation to a fraternity or sorority.

**Bid:** A formal invitation to join a particular fraternity or sorority.

**Big Brother or Sister:** An older initiated member of a fraternity or sorority who serves as a mentor to a younger member providing guidance and advice.

**Brother:** A term used within men's fraternities when referring to other members.

**Chapter:** A local organization of the larger inter/national organization, designated by Greek letters.

**Colony:** Status of a new chapter prior to installation.

**Continuous Open Bidding/Recruitment (COB/R):** The opportunity for a chapter to invite women to membership if it did not fill its quota in formal recruitment or has not reached total. Chapters may continue bidding/recruitment any time during the school year except during formal recruitment.

**Depledge:** To terminate one's fraternity or sorority membership before initiation.

**Disaffiliated:** A member who has temporarily removed his or her association from his or her chapter

**Formal Recruitment:** A structured period set aside where potential new members and chapters participate in a mutual selection process to match potential new members with IFC and PHC chapters.

**Fraternity:** The name that applies to all Greek letter organizations characterized by a ritual, badge, and strong ties to friendship and moral principles. Informally, women's fraternities are called sororities.

**Frator:** A term used by NPHC Fraternity members when referring to one another.

**Graduate Chapter:** A local chapter of a national NPHC fraternity or sorority whose members have received their undergraduate degree. These chapters usually oversee and advise the local undergraduate chapter of their organization.

**Greek:** Any member of a Greek letter social or community service organization (fraternity or sorority).

**Greek Week:** A week of activities involving all Ball State University fraternities and sororities which promotes Greek unity and includes a Greek and Campus-wide community service project.

**Hazing:** Mental or physical abuse or harassment of a fraternity or sorority member. Hazing is prohibited by university policy, state law, and the policies of every national fraternity and sorority.

**Informal/Open Recruitment:** The unstructured recruitment process by which fraternities and sororities take members throughout the academic year.

**Initiation:** The formal ritual ceremony that brings new members into full membership of the sorority or fraternity. Through initiation, members learn and pledge themselves to the ideals of the sorority and fraternity.

**Initiated Member:** Any member who has completed the new member process and has participated in a fraternity or sorority's initiation ceremony.

**Intake:** A period of time in which individuals learn and absorb information related to a NPHC fraternity or sorority of interest.

**Interfraternity Council (IFC):** The governing body of fraternities at Ball State.

**Inter/National Headquarters:** The central office of a particular fraternity or sorority. This office oversees the local chapters across the country.

**Intramural:** Athletic programs administered by the University in which members from different fraternity chapters form teams and participate in sporting matches.

**Lavalier:** A pendant with a fraternity or sorority's Greek letters on it.

**Legacy:** The brother/sister, son/daughter, or grandson/granddaughter of a fraternity or sorority member.

**Membership Recruitment:** The process of meeting potential members and recruiting them to join a fraternity or sorority.

**National Pan-Hellenic Council (NPHC):** the governing body for the historically African-American and Latino fraternities and sororities at Ball State.

**Neophyte (Neo):** New member of an NPHC organization.

**New Member:** A member of a fraternity or sorority who has accepted a fraternity or sorority bid, but has not been initiated.

**New Member Program:** A period of learning about fraternity and sorority life prior to initiation. This period varies for all groups.

**NIC (North American Interfraternity Conference):** Governing body for 68 national men's fraternities and alumni associations. The NIC serves to enrich the fraternity experience through advancement and growth of the fraternity community.

**NPC (National Panhellenic Conference):** An umbrella organization for 26 inter/national women's fraternities and sororities. Each member group is autonomous as a social, Greek-lettered society of women and alumnae.



**NPHC (National Pan-Hellenic Council):** A national organization composed of four sororities and five fraternities whose membership is historically African-American.

**Panhellenic Council (PHC):** the governing body for the National Panhellenic Conference sororities at Ball State.

**Philanthropy:** An activity or event that raises awareness and collects money and/or donated goods for a charitable organization or cause.

**Pi Chi (Panhellenic Counselor):** A PHC sorority member who has disaffiliated from her sorority during recruitment to assist potential new members through the formal recruitment process.

**Potential New Member:** An undergraduate woman or man who is participating in recruitment.

**Preference:** During the last part of sorority recruitment, a potential new member will visit up to three chapters and indicate her preference.

**Recommendation (Rec):** A personal letter or reference provided by an alumna of a national sorority to the local chapter of her sorority. Letters of recommendation do NOT guarantee a bid from any sorority.

**Recruitment Event:** An activity organized by a sorority or fraternity to meet potential members and inform them about the organization.

**Sister:** A term used within sororities when referring to other members.

**Social:** A get-together with another group for a party, dinner or fun occasion.

**Soror:** A term used by NPHC sorority members when referring to one another.

**Undergraduate Chapter:** The local chapter of a national fraternity or sorority whose members consist of undergraduate students at the University.

## **Terms to Avoid**

**Dorm:** Instead, say "Residence Halls."

**Dry/Wet:** Try to avoid these slang terms. Instead use "substance-free" or "not substance-free."

**Frat (okay for NPHC):** Say "Fraternity" instead. The term "frat" is slang and should be avoided.

**Fraternity boys and Sorority girls:** Use "Fraternity men" and "Sorority women" instead. We are adults, so using the terms "boys" and "girls" associates the Greek community with immaturity.

**Greek System:** Use "Greek community" instead. We are a community of individuals and organizations, not a system.

**House:** Not every fraternity or sorority has an actual house. To avoid confusion, each organization should be referred to as a chapter.

**Independent:** The term "non-affiliated" should be used instead.

**Nationals:** Always refer to "Nationals" as "National Headquarters" or "National Organization."

**Panhel:** This is another slang term that should be avoided. Always use the full "Panhellenic."

**Party:** Try to refer to these as "social functions" to avoid any negative connotations.

**Pin:** Use "badge" instead. Pins are specifically for new members before initiation.

**Pledges:** "Pledges" are called "new members."

**Rush:** This should be "recruitment."

**Rushee:** Those going through recruitment should be referred to as "potential new members" or "PNM's"

**Suicide:** The term "suicide" is when a woman going through the formal recruitment process chooses one sorority out of her final three instead of ranking them. This should be referred to as "single intentional preference" to avoid the negativity associated with "suicide."

**scholarship**

Ball State University  
Office of Student Life

Fraternity & Sorority Life Report - Fall 2007



Chapter	Semester GPA	Cumulative GPA	# of Total Members	Initiates GPA	# of Initiates	New Members GPA	# of New Members	% of New Members Retained One Semester	# of Service Hours Completed	Total Money Raised for Charity	Chapter has Faculty Advisor
Alpha Chi Omega	3.186	3.257	59	3.159	39	3.234	20	83%	207	\$9,552.08	No
Sigma Kappa	3.116	3.102	57	3.123	37	3.105	20	100%	60	\$512.37	Yes
Alpha Omicron Pi	3.110	3.130	77	3.191	53	2.922	24	89%	311	\$1,736.20	Yes
Alpha Gamma Delta	3.069	3.073	71	3.169	50	2.830	21	88%	61	\$2,468.49	Yes
Kappa Delta	3.057	3.062	78	3.027	63	3.189	15	88%	219	\$0.00	Yes
Chi Omega	3.041	3.081	75	3.004	56	3.135	19	95%	146	\$0.00	Yes
Phi Gamma Delta*	3.038	3.162	58	2.963	39	3.178	19	84%	281.75	\$0.00	Yes
Phi Mu	3.031	3.066	57	3.100	38	2.901	19	90%	151	\$0.00	No
All PhiC Avg: 3.098											
All Sorority Avg: 3.008											
All Female Avg: 2.893											
R Beta Phi	2.991	3.110	70	3.100	51	2.687	19	95%	397.5	\$0.00	Yes
Phi Delta Theta	2.979	2.900	23	2.983	19	3.049	4	57%	0	\$0.00	Yes
All Greek Avg: 2.890											
All NPHC Avg: 2.679											
Alpha Phi	2.888	2.983	77	2.929	55	2.781	22	100%	352	\$0.00	Yes
Sigma Chi	2.827	2.788	65	2.762	44	2.963	21	68%	161.5	\$0.00	Yes
Delta Zeta	2.808	2.913	77	2.760	52	2.907	25	89%	429	\$0.00	Yes
Delta Tau Delta	2.788	2.775	33	2.772	23	2.830	10	n/a	48	\$0.00	No
All PhiC Avg: 2.748											
All NPHC Avg: 2.688											
All Interim Avg: 2.759											
Theta Chi*	2.726	2.854	60	2.825	43	2.485	17	99%	117.5	\$1,500.00	Yes
Sigma Nu	2.719	2.879	24	2.711	18	2.744	6	100%	249	\$0.00	No
Sigma Phi Epsilon	2.710	2.855	70	2.781	45	2.590	25	93%	553	\$0.00	Yes
Kappa Alpha Theta	2.688	2.712	33	2.665	28	2.809	5	63%	77	\$240.00	Yes
Sigma Alpha Epsilon	2.627	2.780	48	2.881	30	2.179	18	78%	94	\$0.00	Yes
Alpha Phi Alpha	2.621	2.601	10	2.621	10		0	n/a	89	\$0.00	Yes
Zeta Beta Tau*	2.528	2.587	17	2.679	11	2.201	6	100%	0	\$0.00	No
Sigma Gamma Rho	2.500	2.819	3	2.500	3		0	n/a	19.5	\$0.00	Yes
All NPHC Male Avg: 2.482											
Phi Sigma Kappa	2.405	2.589	29	2.304	17	2.524	12	65%	28	\$0.00	Yes
Delta Sigma Phi	2.278	2.559	14	2.397	10	1.980	4	100%	0	\$0.00	Yes
All NPHC Female Avg: 2.245											
Kappa Alpha Psi	2.084	2.686	6	2.084	6		0	n/a	185.25	\$0.00	No
Gamma Phi Omega	1.583	2.683	2	1.583	2		0	n/a	55	\$0.00	No
Omega Psi Phi*	-	-	1	-	1		0	n/a	0	\$0.00	Yes
Phi Beta Sigma*	-	-	2	-	2		0	n/a	48	\$0.00	Yes
Zeta Phi Beta	-	-	1	-	1		0	n/a	15.5	\$0.00	Yes

\* Indicates chapter has 1 individual with grades, therefore it would be a violation of FERPA to report

# Indicates chapter has graduate member(s) whose grades are not reported/included in data

\* Indicates Alcohol-free chapter house

Total Greek Membership = 1,197  
(460-fraternity, 737-sorority)

Undergraduate Enrollment = 14,025  
(7,679 - female, 6,346 - male)

Undergraduates who are Greek = 8.63%

Avg size for IFC (441/11) = 40

Avg Size for NPHC (25/7) = 4

Avg Size for PhiC (731/11) = 66

Fall 06 - Fall 07 Freshman Retention

All BSU = 76.72%

All Greek = 87.90%

Sororities = 89.27%

Fraternities = 85.58%

Total Community Service Hours = 4,365.5  
(Spring and Fall 2007 Total 7,683)

Total Dollars Raised for Charity = \$18,009.14  
(Spring and Fall 2007 Total \$42,915.98)

Office of Student Life  
Student Center 133  
Muncie, IN 47306

Office: (765) 285 - 2621  
Fax: (765) 285 - 2855

Assistant Director of Student Life: Cara Luyster  
Email: [cluyster@bsu.edu](mailto:cluyster@bsu.edu)  
[www.bsu.edu/greeklife](http://www.bsu.edu/greeklife)

# The Learning Center

North Quad 323  
(765) 285-1006

Monday - Thursday: 9 am - 8 pm  
Friday: 9 am - 12 noon

*The Learning Center offers FREE tutorial services.*



*Those who learn together learn best.*

## Core Curriculum & More

285-3776

Tutors are available to help with the following classes:

AHS 100, 101  
ANAT 201  
ANTH 101, 103, 105, 111  
ASTRO 100, 120  
BIO 100, 102, 111, 112, 113, 213 (and many upper level)  
CC 105, 205  
CHEM 100, 101, 108, 111, 112, 225, 231, 232  
CJC 101, 102, 220  
FR 101, 102, 201, 202 (and many upper level)  
GEOG 101, 150  
GEOL 101  
GER 101, 102, 201, 202 (and many upper level)  
HIST 150, 151, 152, 198, 201, 202  
HSC 160, 180  
JAPAN 101, 102, 201, 202  
MUHIS 100, 200, 330  
MUSTH 100, 101, 102, 111, 112, 125, 201, 211, 212  
NREM 101, 205  
NUR 230/232, 330  
PEP 292, 293, 294  
PHIL 100, 200 (and many upper level)  
PHYSL 205, 210  
POLS 130, 210 (and many upper level)  
PSYSC 100, 241 (and many upper level)  
RELST 101, 151  
SOC 100, 224, 241 (and many upper level)  
SP 101, 102, 201, 202 (and many upper level)  
THEAT 100

## Math, Physics,

285-3780

## Accounting and Economics

Tutors are available to help with the following classes:

ACC 201, 202  
MATHS 108, 111, 112, 125, 135, 161, 162, 165, 166, 201, 202, 203, 207  
PHYCS 100, 110, 112, 120  
ECON 116, 201, 202, 221  
Some 100 level CS courses  
Computer-based Assignments - Web pages, Power Point, Blackboard  
MATHS 108 WEEKLY REVIEW:  
Time and place announced in class  
GATEWAY EXAM REVIEW: Time and place announced in class

## Writing

285-3778

Tutors are available to help with the following:

- ENG, COMM, JOURN, TCOM
- Paper review
- Editing skills
- MLA/APA format
- Brainstorming and outlining
- Library research skills
- Speeches and presentations
- Grammar and mechanics
- PPST and Writing Competency Exam review

## Study Strategies

285-3779

Tutors are available to help with the following:

- Time management
- Note taking
- Test taking
- Reading comprehension strategies
- Concentration/memory skills
- CC 101
- PPST preparation
- Classes related to the teacher education program
- Test accommodations for students with disabilities
- In-class workshops on reading and study skills

Please inquire about the availability of  
tutoring in classes not listed  
and  
Supplemental Instruction (SI)  
in various classes.

**Web Site:** [www.bsu.edu/web/learningcenter](http://www.bsu.edu/web/learningcenter)

# executive summary

## Fall 2007 Greek Report Executive Summary

### Academics

- The all Greek GPA of a 2.903 was above the all BSU average of a 2.887. The all Greek GPA increased from a 2.854 last fall semester.
- IFC fraternities must achieve a 2.6 semester GPA to be considered in good academic standing. Three fraternities were below the 2.6 this fall compared to four fraternities in fall 2006.
- Office of Student Life staff provided information on midterm deficiencies to the IFC fraternities and Panhellenic sororities. Office of Student Life staff held meetings with all fraternity and sorority freshmen who received at least one mid-term deficiency. Professors administer mid-term deficiencies to freshmen who receive a C- or below in a class.

### Advisors & Alumni

- Fraternities and sororities have a chapter advisor who is an initiated member and works closely with the chapter leaders on a regular basis.
- A Greek Alumni newsletter was emailed to approximately 5,015 Ball State Greek Alumni in November. This newsletter is published every semester by the office and Greek councils.

### Housing

- Members of Delta Tau Delta, Phi Sigma Kappa, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu and Zeta Beta Tau live in houses privately owned or leased by their respective housing corporations.
- Members of Phi Gamma Delta, Sigma Phi Epsilon and Theta Chi live in houses owned by Ball State University. The Phi Sigma Kappa house was purchased by the university this past semester and members moved out of the house over the winter break.
- Members of Alpha Gamma Delta, Kappa Alpha Theta, Phi Mu and Sigma Kappa will move into sorority houses owned by the university in January 2008. These facilities will be alcohol free.
- Phi Gamma Delta and Theta Chi have a live-in graduate student staff member who is employed, supervised and trained by the Office of Student Life.
- Phi Gamma Delta and Theta Chi are alcohol free facilities. Zeta Beta Tau was alcohol free during the fall semester as well.

### Leadership Development

- The Office of Student Life and Greek councils sponsored Greek 101, a new member leadership program, for 202 new members.
- A member of the Student Life staff taught a leadership course for credit this spring and seven Greek students took advantage of this opportunity.
- \$300 in scholarships were provided by Panhellenic and IFC to five men and women to attend the Indiana Greek Leadership Conference in November 2007.

### Recruitment & Retention

- 174 women joined one of the 11 Panhellenic sororities during formal recruitment and 57 joined through the informal recruitment process. Panhellenic sororities continue to recruit until they reach 70 members.
- Panhellenic total was changed from 80 to 70 this semester.
- 184 men joined one of the 11 Interfraternity Council fraternities this fall, up 29 from the previous fall.
- The seven NPHC fraternities and sororities generally conduct intake during the spring semester.
- 86.02% of new members recruited in the fall were retained through the end of the semester. This down slightly from 87.75% last fall.
- Pi Kappa Phi fraternity will begin recruiting in fall 2008.

### Service & Philanthropy

- 4335.5 hours of hands-on community service hours were completed by fraternity and sorority members during the fall 2007 semester.
- \$16,002.14 was raised for charities by Greeks during the fall 2007 semester.

If you have a question or comment about fraternities or sororities at Ball State University, please contact Cara Luyster, Assistant Director of Student Life, at [cwluyster@bsu.edu](mailto:cwluyster@bsu.edu) or 765-285-2621. We value your feedback!

**costs**



## **Panhellenic Council (PHC) Sororities**

First Year Costs

Avg. \$800

Following Years

Avg. \$582/year

## **Interfraternity Council (IFC) Fraternities**

First Year Costs

Avg. \$1069

Following Years

Avg. \$867/year

Yearly Housing Costs

Avg. \$4065/year

**No information currently for NPHC Organizations**

Source: Ball State University Office of Student Life

**councils**

# general information

## Interfraternity Council



The Interfraternity Council (IFC) is the governing body of the 10 men's fraternities hosted by Ball State University. The fraternity community elects men to serve on the IFC to manage and organize community programs such as recruitment, educational speakers, and service projects. Taken from their constitution – "The Ball State University Interfraternity Council commits to promoting positive values, providing experiential learning opportunities, and fostering leadership development while forging lifelong connections to Ball State University."

## Panhellenic Council

BALL STATE UNIVERSITY



The Panhellenic Council (PHC) is the governing body of Ball State University's 11 women's sororities. Greek Women are elected to PHC to lead the operations of the sorority community. Taken from their mission statement, women of Ball State sororities "strive to uphold the ideals of scholarship, service, and leadership with a genuine commitment to our college and surrounding communities. Through mutual respect and support of all the Greek women and their rituals, they establish and demonstrate a diverse and cooperative sisterhood."

## National Pan-Hellenic Council

BALL STATE UNIVERSITY



The National Pan-Hellenic Council (NPHC) at Ball State represents 7 fraternities and sororities; 6 of which are comprised of historically African-American members and 1 historically Latina sorority. The NPHC promotes interaction through forums, meetings, and other mediums for exchange of information and engages in cooperative programming and initiatives through various activities and functions. Taken from their statement of purpose – "The NPHC is to foster cooperative actions of its members in dealing with matter of mutual concern, promoting the well-being of its affiliate fraternities and sororities, facilitating the establishment and development of local councils of the NPHC and providing leadership training for its constituents."



## Delta Sigma Phi

- Nickname: "Delta Sig"
- Colors: Nile Green and Carnation White
- Symbol: Sphinx
- Mascot: N/A
- Flower: White Carnation
- Nationally founded on: December 10, 1899
- Locally founded on: Colony Founding Spring 2007
- Philanthropy: Red Cross
- Other chapters in Indiana: Purdue, and Rose-Hulman



## Delta Tau Delta

- Nickname: "Delts"
- Colors: Royal Purple, White, and Gold
- Symbol: Delt Badge
- Mascot: N/A
- Flower: Purple Iris
- Nationally founded on: February 1858
- Locally founded on: November 12<sup>t</sup>, 1966
- Philanthropy: Watermelon Bust, Easter Egg Hunt, Adopt- a-school
- Other chapters in Indiana: Indiana, Purdue, Wabash, DePauw, and Butler



## Phi Gamma Delta

- Nickname: "FIJI"
- Colors: Purple and White
- Symbol: Black Diamond
- Mascot: N/A
- Flower: Purple Clematis
- Nationally founded on: May 1, 1848
- Locally founded on: February 24, 2001
- Philanthropy: Ride Across the Purple Valley
- Other chapters in Indiana: Rose-Hulman, Indiana State, DePauw, Hanover, Wabash, Indiana, Purdue, and Evansville



## Phi Delta Theta

- Nickname: "Phi Delt", "Phi's"
- Colors: Azure and Argent (Blue and White)
- Symbol: N/A
- Mascot: Pallas Athena (Goddess, not mascot)
- Flower: White Carnation
- Nationally founded on: December 26, 1848
- Locally founded on: November 2, 1969
- Philanthropy: Lou Gehrig Disease (ALS)
- Other chapters in Indiana: Indiana, Wabash, Butler, Franklin, Hanover, DePauw, Purdue, Indiana State, and Valparaiso

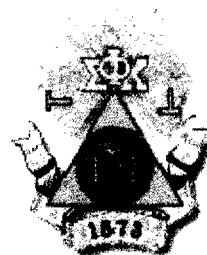


# Interfraternity Council



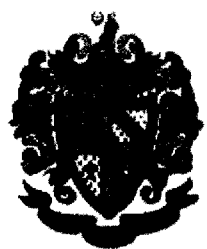
## Phi Sigma Kappa

- Nickname: "Phi Sigs"
- Colors: Red and Silver
- Symbol: 3 T's in a Circle
- Mascot: Knight
- Flower: Red Carnation and White Tea Rose
- Nationally founded on: March 15, 1873
- Locally founded on: February 14, 1928
- Philanthropy: Special Olympics
- Other chapters in Indiana: Indiana, Purdue, and Valparaiso



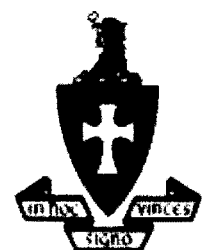
## Sigma Alpha Epsilon

- Nickname: "SAE's"
- Colors: Old Gold and Royal Purple
- Symbol: The Phoenix
- Mascot: Lion
- Flower: Violet
- Nationally founded on: March 9, 1856
- Locally founded on: October 28, 1967
- Philanthropy: Children's Miracle Network
- Other chapters in Indiana: Indiana, Franklin, Purdue, IUPUI, DePauw, Evansville, and Indiana State



## Sigma Chi

- Nickname: "Sigs"
- Colors: Blue and Old Gold
- Symbol: The White Cross
- Mascot: N/A
- Flower: White Rose
- Nationally founded on: June 28, 1855
- Locally founded on: July 17, 1962
- Philanthropy: The Children's Miracle Network and The Huntsman Cancer Institute
- Other chapters in Indiana: DePauw, Butler, Hanover, Purdue, Indiana, Wabash, Indiana State, and Valparaiso



## Sigma Nu

- Nickname: "Nu's"
- Colors: Gold, White, and Black
- Symbol: Serpent
- Mascot: N/A
- Flower: White Rose
- Nationally founded on: January 1, 1869
- Locally founded on: 1971
- Philanthropy:
- Other chapters in Indiana: DePauw, Purdue, Indiana, Rose-Hulman, Butler, Indiana State.



# Interfraternity Council



## Sigma Phi Epsilon

- Nickname: "SigEp"
- Colors: Red, Purple, and Gold
- Symbol: Skull and Cross Bones (attached)
- Mascot: N/A
- Flower: Dark Red Roses and Purple Violets
- Nationally founded on: December 1, 1901
- Locally founded on: 1953
- Philanthropy: Nightmare on Riverside,  
Powder Puff Football with Alpha Chi Omega
- Other chapters in Indiana: Indiana, Purdue, Valparaiso, Indiana State,  
Tri-State, Indiana Institute of Technology, and Evansville



## Theta Chi

- Nickname:
- Colors: Military Red and White
- Symbol: Rattle snake
- Mascot: N/A
- Flower: Red Carnation
- Nationally founded on: April 10, 1856
- Locally founded on: 1951
- Philanthropy:
- Other chapters in Indiana: Purdue, Indiana, and Valparaiso





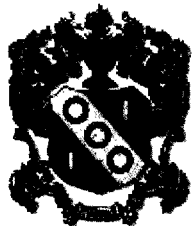
## Alpha Chi Omega

- Nickname: Alpha Chi's or A-Chi-O
- Colors: Scarlet Red and Olive Green
- Symbol: Lyre
- Mascot: N/A
- Flower: Red Carnation
- Nationally founded on: October 15, 1885
- Locally founded on: June 10, 1950
- Philanthropy: Support of victims of domestic violence
- Other chapters in Indiana: Indiana, Butler, DePauw, Indiana State, Purdue



## Alpha Gamma Delta

- Nickname: AGD, Alpha Gams
- Colors: Red, Buff, Green
- Symbol: N/A
- Mascot: Squirrel
- Flower: Red and Buff Roses
- Nationally founded on: May 30, 1904
- Locally founded on: 1988
- Philanthropy: Alpha Gamma Delta
- Other chapters in Indiana: Indiana, Purdue



## Alpha Omicron Pi

- Nickname: A-O-Pi
- Colors: Cardinal
- Symbol: Rose
- Mascot: Panda
- Flower: Red Rose
- Nationally founded on: January 2, 1897
- Locally founded on: 1952
- Philanthropy: Arthritis Research
- Other chapters in Indiana: Evansville, Indiana State, Indiana, Rose-Hulman



## Alpha Phi

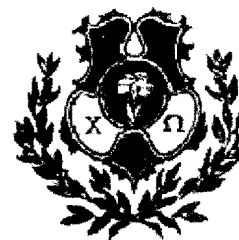
- Nickname: A-Phi
- Colors: Silver and Bordeaux
- Symbol: Ivy Leaf
- Mascot: Phi Bear
- Flower: Forget-me-nots and Lily of the Valley
- Nationally founded on: 1872
- Locally founded on: 1965
- Philanthropy: Cardiac Care and Alpha Phi Foundation
- Other chapters in Indiana: Butler, DePauw, Indiana State, Indiana, Purdue





## Chi Omega

- Nickname: Chi-O
- Colors: Cardinal and Straw
- Symbol: N/A
- Mascot: Owl
- Flower: White Carnation
- Nationally founded on: 1895
- Locally founded on: 1952
- Philanthropy: Battle of the Sexes, Make-A-Wish Foundation
- Other chapters in Indiana: Evansville, Hanover, Indiana State, Indiana, Purdue, Rose-Hulman, Valparaiso



## Delta Zeta

- Nickname: D-Z
- Colors: Pink and Green
- Symbol: Lamp
- Mascot: Turtle
- Flower: Pink Killarney Rose
- Nationally founded on: October 24, 1902
- Locally founded on: March 1, 1953
- Philanthropy: Gallaudet University, Sound Beginnings, Riley Children's Hospital
- Other chapters in Indiana: Indiana, Purdue, Southern Indiana



## Kappa Alpha Theta

- Nickname: Theta
- Colors: Black and Gold
- Symbol: Kite
- Mascot: N/A
- Flower: Black and Gold Pansy
- Nationally founded on: 1870
- Locally founded on: 1970
- Philanthropy: Court Appointed Special Advocates
- Other chapters in Indiana: Butler, DePauw, Hanover, Indiana, Purdue



## Kappa Delta

- Nickname: K-D
- Colors: Olive Green and Pearl White
- Symbol: Nautilus Shell, Dagger, and Katydid
- Mascot: Teddy Bear
- Flower: White Rose
- Nationally founded on: October 23, 1897
- Locally founded on: April 4, 1992
- Philanthropy: Prevent Child Abuse America, Girl Scouts USA, American Academy of Orthopedic Surgeons, Children's Hospital
- Other chapters in Indiana: Indiana, Valparaiso







## Phi Mu

Nickname: N/A

Colors: Rose and White

Symbol: Quatrefoil

Mascot: Sir Fidel the Lion

Flower: Rose Carnation

Nationally founded on: 1852

Locally founded on: 1989

Philanthropy: Children's Miracle Network

Other chapters in Indiana: Evansville, Indiana, IUPUI, Purdue



## Pi Beta Phi

- Nickname: Phi Phi

- Colors: Wine and Silver Blue

- Symbol: Arrow

- Mascot: Angel

- Flower: Wine Carnation

- Nationally founded on: April 28, 1867

- Locally founded on: August 1952

- Philanthropy: Arrowmont, Links to Literacy,

Arrow in the Arctic Champions

- Other chapters in Indiana: Butler, DePauw, Franklin, Indiana, Purdue, Valparaiso



## Sigma Kappa

- Nickname: Sig Kaps, Sig K, Sigma K

- Colors: Lavender and Maroon

- Symbol: Heart

- Mascot: Dove

- Flower: Violet

- Nationally founded on: 1874

- Locally founded on: June 10, 1950

- Philanthropy: Gerontology with a focus on Alzheimer's research, Maine Sea Coast

- Other chapters in Indiana: Indiana State, Indiana Southeast, Purdue





## Alpha Phi Alpha Fraternity, Inc.

- Nickname: Alphas
- Colors: Old Gold and Black
- Symbol: Sphinx of Giza, Great Pyramid of Giza, Pharaoh
- Mascot: N/A
- Flower: Yellow Rose
- Nationally founded on: December 4, 1906
- Locally founded on: May 22, 1974



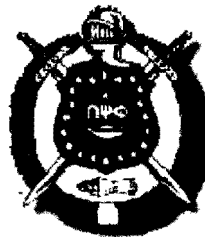
## Kappa Alpha Psi Fraternity, Inc.

- Nickname: Kappas
- Colors: Crimson and Cream
- Symbol: Scroll and Diamond
- Mascot: N/A
- Flower: Red Carnation
- Nationally founded on: January 5, 1911
- Locally founded on: 1953



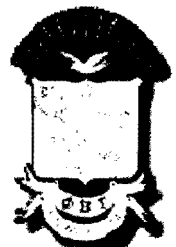
## Omega Psi Phi Fraternity, Inc.

- Nickname: Omegas, Ques, Sons of Blood and Thunder
- Colors: Royal Purple and Old Gold
- Symbol: Lamp
- Mascot: N/A
- Flower: N/A
- Nationally founded on: November 17, 1911
- Locally founded on: 1971



## Phi Beta Sigma Fraternity, Inc.

- Nickname: Sigmas
- Colors: Royal Blue and Pure White
- Symbol: Dove
- Mascot:
- Flower: White Carnation
- Nationally founded on: January 9, 1914
- Locally founded on: 1979





## Zeta Phi Beta Sorority, Inc.

Nickname: Zetas

Colors: Royal Blues and Pure White

Symbol: White Dove

Mascot: N/A

Flower: White Rose

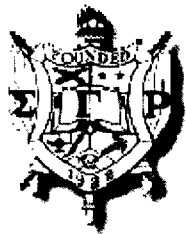
Nationally founded on: January 16, 1920

Locally founded on: January 1989



## Sigma Gamma Rho Sorority, Inc.

- Nickname: Sigma, SGRho, Lady Sigmas
- Colors: Royal Blue and Gold
- Symbol: French Toy Poodle
- Mascot: N/A
- Flower: Yellow Tea Rose
- Nationally founded on: November 12, 1922
- Locally founded on: 1946



## Gamma Phi Omega Sorority, Inc.

- Nickname: N/A
- Colors: Maroon and Navy
- Symbol: Swan
- Mascot: N/A
- Flower: Fire and Ice Rose
- Nationally founded on: April 17, 1991
- Locally founded on: April 20, 1994



questions

## **Frequently Asked Questions**

### **Why go Greek? What are the advantages of membership in a Fraternity or Sorority?**

Attending college is a major life change creating a big transition period for many students.

Fraternities and sororities enable students to meet many people through social events, service projects, recruitment and intramural events. Students quickly become connected to the University and tapped into the available resources.

Membership in a fraternity or sorority is a lifelong commitment; relationship created during college last well beyond graduation.

### **Will there be enough time?**

The time commitments vary from chapter to chapter. New members attend a variety of activities to meet other chapter members, learn about the organization's history and values, and develop leadership skills.

Each chapter has a weekly chapter meeting, fundraising events, community service projects, educational programs and other events that members are expected to attend.

These events are planned in advance to allow members time for studying, involvement in other organizations, work and other activities. Time spent at chapter events ensures he or she is getting the most out of the organization.

### **What about my student's academics?**

The Greek community realizes the importance of a quality education, so academic excellence is a priority.

All fraternity and sorority members are expected to fulfill their academic potential. Academic standards have been established and resources are available.

In addition, chapters have a faculty advisor or other advisor who focuses on the scholastic achievement of each member. Often chapters organize incentives and awards for members who have excelled academically.

### **Should I be concerned about safety?**

Ball State University is dedicated to promoting a safe and healthy campus environment that fosters respect for the dignity and rights of all students.

As such, the university does not tolerate hazing activities. In addition, all fraternities and sororities are expected to uphold all federal, state and local laws and university policies regarding alcohol consumption and use.

For more information on the university hazing policy, visit [www.bsu.edu/greeklife/resources](http://www.bsu.edu/greeklife/resources).

### **Isn't Greek membership expensive?**

Membership in a fraternity or sorority does carry a financial commitment. Each chapter is self-supporting through dues paid by all members each semester. These dues cover insurance, National/International dues and chapter operating expenses.

Financial obligations will vary from chapter to chapter so encourage your student to ask questions during the recruitment or intake process about the financial commitments associated with each chapter.

### **What fraternity or sorority are you in?**

- It is fine to answer this question, but make sure to move on quickly. Talk about how ALL chapters are great, and everyone finds somewhere they will fit perfectly.

### **What are the best fraternities or sororities at Ball State?**

The great thing about the Ball State Greek community is that we have so many strong chapters. There are chapters that fit all different personality types: small, large, chapters that focus on academics or philanthropy, etc.

### **Are minorities allowed to rush? Are there any minority students in any of the chapters?**

### **Is binge drinking a problem in the Greek community, and what is being done to prevent it?**

### **Are minors allowed to drink in the Greek community?**

### **Has rape or sexual assault been a problem in the Greek community?**

### **What are the sleeping arrangements in Fraternity and Sorority houses?**

### **How do meals work for fraternities and sororities?**

### **What are study files and do fraternities and sororities use them?**

### **Can I be an honors student/play a sport/join a club/etc. and still be in a fraternity or sorority?**

### **Do you have to be a freshman to join the Greek community?**

### **What is Greek social life like?**

### **How does the cost of joining a fraternity or sorority compare to joining other organizations or living in the residence halls? Is it worth the cost?**

miscellaneous  
information

# **The Mission of Greek Life at BSU**

The Ball State Greek community develops men and women academically, personally, and professionally by:

- Fostering an environment that expects, encourages, and rewards academic success;
- Engaging alumnae and alumni to provide members with mentor relationships, professional networks, and volunteer resources;
- Creating intentional membership, personal, and organizational development opportunities in a safe and social environment; and
- Developing lifelong relationships with each other, the fraternal organizations, and Ball State University.

## **The Preamble to the Interfraternity Council Constitution**

The Ball State University Interfraternity Council will commit to promoting positive values, providing experiential learning opportunities, and fostering leadership development while forging lifelong connections to Ball State University.

## **The Purpose of National Pan-Hellenic Council**

The purpose of the National Pan-Hellenic Council, Inc. is to foster cooperative actions of its members in dealing with matters of mutual concern. Therefore, NPHC promotes the well-being of its affiliate fraternities and sororities, facilitates the establishment and development of local councils of the NPHC and provides leadership training for its constituents.

## **The Mission of Panhellenic Council**

As undergraduate members of women's Fraternities at Ball State University, we strive to uphold the ideals of scholarship, service, and leadership with a genuine commitment to our college and surrounding communities. Through mutual respect and support of all the Greek women and their rituals, we will establish and demonstrate a diverse and cooperative sisterhood. The women of Panhellenic Council will devote time and resources toward the development of every chapter while fostering positive interactions among all women and ethical behavior in accordance with the unanimous agreements.

## **Vision Statement**

The Ball State University Greek community will provide all members an unmatched experiential learning and social experience designed to provide life long personal development opportunities and connection to the institution.



## How does my council work with auxiliary organizations?

An auxiliary organization is any organization which draws its member base from other organizations. There are four of these within Greek Life Ball State: Order of Omega, Rho Lambda, Greek Peer Mentors, and Greek Week.

Councils are responsible for encouraging participation in these organizations with all chapters in their council. Some council members will be liaisons for these organizations as well as be members.

### Order of Omega

Order of Omega is an international honorary formed to recognize those fraternity men and women who have attained a high standard of leadership in interfraternal activities, to bring together outstanding fraternity men and women to create an organization which will help to mold the sentiment of the institution on questions of fraternity affairs, to bring together members of the faculty, alumni, and undergraduate members of fraternities and sororities, and to help create an atmosphere where ideas and issues can be discussed openly across Greek lines and to help work out solutions.

President: Vacant

### Rho Lambda

Members of this Panhellenic honorary for women must be nominated and selected by members of their sororities in the fall of their junior year.

President: Liz Waggle [ecwaggle@bsu.edu](mailto:ecwaggle@bsu.edu)

### Greek Peer Mentors

Greek Peer Mentors is a peer-mentoring organization which will serve to train members of the Greek Community to provide programming on a wide-range of issues facing our community today.

President: Aly Tennant [aktennant@bsu.edu](mailto:aktennant@bsu.edu)

### Greek Week

The Greek Week committee plans the week of events for the Greek Community in the spring. This includes many different aspects and organizations. The week culminates with Grand Chapter, where awards are given for the year.

Director: Jen Lilly [jalilly@bsu.edu](mailto:jalilly@bsu.edu)



ORDER OF OMEGA

## **Undergraduate Interfraternity Institute (UIFI)**

UIFI is a 5 day experience in which BSU Greeks have the opportunity to attend over the summer.

### **Why Attend UIFI?**

UIFI challenge you intellectually, emotionally, and physically. You will develop your leadership skills, teach you about resolving complex issues, grow your confidence, enhance your critical thinking ability, and build your courage. You will also increase your network of relationships that can help you reach your potential and attain your goals.

Topics for the experience include:

- Living your ritual
- Commitment to Greek Life
- Issues facing Greek Life
- Having the courage to influence change

Look for applications later in the spring semester!

For more information visit [www.nicindy.org/programs/UIFI](http://www.nicindy.org/programs/UIFI)



## **Greek 101**

Greek 101 is a half day experience each semester in which new members of the Ball State Greek community have the opportunity to learn about the what it means to be Greek at Ball State.

Greek 101 allows new members to develop a strong sense of community through discussion and interaction on topics including:

- Personal ethics
- Values
- Citizenship
- Greek history
- Governing council orientation
- Personal health decisions
- Scholarship
- Diversity
- Media ethics

Greek 101 is scheduled on February 10th at 1pm.



# Main Points of the Strategic Plan

Information can be found at [www.bsu.edu/greeklife/stratplan](http://www.bsu.edu/greeklife/stratplan)

## **GOAL 1: ACADEMIC ACHIEVEMENT**

- GPAs above all-women's or all-men's averages
- Councils will develop programs for academic achievement
- Councils will develop recognition programs for individuals and chapters

## **GOAL 2: ALUMNI AND ADVISORS**

- Councils will engage alumni to ensure advising and support for chapters
- Every organization will have a trained advisory board
- OSL will work with inter/national headquarters
- The University will create opportunities for alumni social contact

## **GOAL 3: CHAPTER ACHIEVEMENT**

- Organizational expectations will be outlined to increase accountability
- Set standards will be created to evaluate, reward, and institute procedures

## **GOAL 4: CHAPTER HOUSING**

- OSL and Housing and Residence Life will provide living and meeting space which are safe, attractive, and conducive to learning

## **GOAL 5: LEADERSHIP & MEMBERSHIP DEVELOPMENT**

- OSL and Councils will address the need for leadership development
- Multi-tiered leadership development program will be developed

## **GOAL 6: RECRUITMENT & EXPANSION**

- Recruitment efforts will be intentional and focused on the values of the community
- By 2016, our membership will be 2060
- A consistent message will be given to potential members
- Each organization will outline goals regarding recruitment and retention
- Expansion and extension plans will be developed
- The structure of formal recruitment will reflect needs of the community and potential members

## **GOAL 7: RISK REDUCTION & EDUCATION**

- OSL and Councils will ensure students are educated on relevant risk management topics
- All current risk and crisis management plans will be reviewed and updated

## **GOAL 8: VALUES, VISION & RELATIONSHIPS**

- Councils will create intentional planning and goal setting for each organization and council
- All Council leaders will meet to determine areas of shared interest and potential collaboration
- Individual action plans will be created for each council
- A plan will be created to publicize the progress of the strategic plan and the goals of each council
- Opportunities will be created for members to examine the values of their organizations

## The Office of Student Life

The Office of Student Life is the main hub for all student organizations and most activities at BSU. It is divided into two main offices: room 118 (near the post office) and room 133 (near the Greek Life office). We oversee these main areas: Greek life, multicultural organizations & Spectrum, Student Voluntary Services, Excellence in Leadership, the leadership minor and summer bridge programs. Phone: 285-2621. Web: [www.bsu.edu/studentlife](http://www.bsu.edu/studentlife)

### Meet the Greek Staff

**Lynda Wiley, Assistant VP of Student Affairs/Director of Student Life,**  
**[lwiley@bsu.edu](mailto:lwiley@bsu.edu)**

Advises NPHC & SGA. Assists with implementation of strategic plan and sorority housing project and improving relations with Greek alumni. Oversees Student Activities Committee and Campus Activities Fund Board. Does a whole lot more but there isn't enough space!



**Cara Luyster, Assistant Director of Student Life, [cwluyster@bsu.edu](mailto:cwluyster@bsu.edu)**

Serves as the main Panhellenic and Interfraternity Council advisor. Oversees the implementation of the sorority housing project and strategic plan. Handles all risk management education and investigations and judicial hearings. Works very closely with chapter presidents and directly advises IFC and Panhellenic presidents, VPs of Risk Reduction and VPs of Administration. Also teaches the EdHi 401 Greek Leadership Course.

**Ken Burger, Program Coordinator for Greek Life, [kiburger2@bsu.edu](mailto:kiburger2@bsu.edu)**

Oversees implementation of recruitment, expansion, marketing, academic and leadership development, strategic plan objectives and related implementation teams. Advises Rho Lambda, Greek Week Steering Committee, Greek Peer Mentors, Order of Omega, and will directly advise IFC and Panhellenic VPs of Recruitment, VPs of Membership Development, and Scholarship Director.



**Bryan Schmitt, Fraternity Graduate Advisor, [bischmitt@bsu.edu](mailto:bischmitt@bsu.edu)**

Advises Sigma Nu, Phi Delta Theta and Phi Sigma Kappa fraternities. Provides assistance with chapter scholarship plans and new member academic programs, organizes all midterm deficiency information, Fraternity Advisory Committee sanctions.

**Ashley Budde, Fraternity Graduate Live-in Advisor, [aebudde@bsu.edu](mailto:aebudde@bsu.edu)**

Lives in and advises the Theta Chi fraternity. Helps council VPs of Membership Development plan and evaluate Greek 101 program each semester. Creates and coordinates council and chapter training and transition programs.



**Larry Long, Fraternity Graduate Live-in Advisor, [ldlong@bsu.edu](mailto:ldlong@bsu.edu)**

Lives in and advises the Phi Gamma Delta fraternity. Advises the council PR chairs. Oversees and evaluates BSU Greek Marketing campaign. Updates everything on the Greek life website. Creates the Greek alumni and parent newsletters each semester.

**Laura Cheesman, IFC Graduate Advisor, [lmcheesman@bsu.edu](mailto:lmcheesman@bsu.edu)**

Co-advises IFC and Greek Week Steering Committee. Works with IFC and Panhellenic VPs of Internal Affairs on selection, training and development of judicial boards. Attends all council judicial hearings. Meets regularly with representatives of Delta Sigma Phi and assists them with meeting colony goals.



**Laura Dragoo, Panhellenic Graduate Advisor, [lsdragoo@bsu.edu](mailto:lsdragoo@bsu.edu)**

Co-advises Panhellenic and Greek Peer Mentors. Works directly with the Pi Chi Director for selection and training of Pi Chi's and assists with sorority formal recruitment. Records all service hours and dollars donated by members of the Greek Community. Advises council Philanthropy & Community Service chairs and oversees the implementation of the Greek Alternative Spring Break.

**Shai Collier, National Pan-Hellenic Council Graduate Advisor, [sacollier@bsu.edu](mailto:sacollier@bsu.edu)**

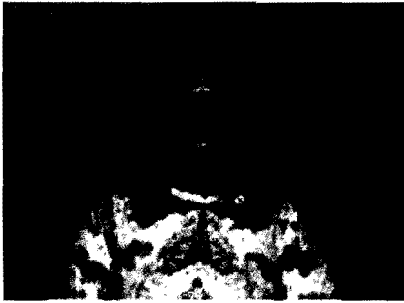
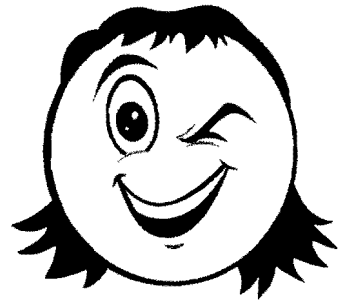
Co-advises NPHC, Order of Omega and the Greek Week Steering Committee. Meets regularly with NPHC chapter presidents and council executive board members. Responsible for implementing a NPHC intake policy. Helps with selection of Order of Omega new members.



## More People You Need to Know!

**Maria Bumbalough, Student Life Administrative Assistant,**  
**[mbumbalough@bsu.edu](mailto:mbumbalough@bsu.edu)**

Collects officer contact information and chapter rosters, distributes Greek grade reports, works closely with VPs of Administration on all council financial issues, distributes keys to Greek office and sorority houses, helps councils with collection of forms, applications and checks...and a whole lot more!!! Helps keep Ken and Cara organized and on top of things!



**Stacey Myers, Office Coordinator, [smyers@bsu.edu](mailto:smyers@bsu.edu)**

Coordinates bus reservations for fraternities and sororities.  
Makes sure room 133 is running and supplies are ordered.  
Coordinates all Campus Activities Funding Board information.  
Updates all financial records for room 133. The list goes on  
and on...Keeps Lynda organized and on top of things!

icebreakers and team  
building activities



## Ice Breakers

### Objectives

- Learning the names of fellow Greek Connections Team members
- Getting to know each other
- Learning how to let down your guard and be comfortable working in groups of people

### M&M Game

<b>Summary</b>	The M&M Game is an icebreaker that allows people to get to know each other. Each person grabs some M&Ms and shares facts about himself or herself.
<b>Items needed</b>	Medium or Large bag of regular M&Ms (Skittles can be used in case of chocolate allergy)
<b>Setup</b>	Pour M&Ms or any other multicolor candy into a bowl. Have everyone in the group grab as much or as little as they like from the bowl. Make sure that no one eats their candy right away.
<b>How to play</b>	<p>For each piece of M&amp;M candy they took, they will have to answer a question, depending on its color. For example, you can designate:</p> <ul style="list-style-type: none"><li>• Red candy: favorite hobbies</li><li>• Green candy: favorite foods</li><li>• Yellow candy: favorite movies</li><li>• Orange candy: favorite places to travel</li><li>• Brown candy: most memorable or embarrassing moments</li><li>• Blue candy: wild cards (they can share anything they choose as long as it is appropriate)</li></ul> <p>You can be creative and choose any questions you think would be fitting for your group. For instance, one color can be "one reason you decided to 'go Greek'." The facilitator will then call out the color topic and everyone will go around the room sharing one answer per M&amp;M.</p>

### Autograph Bingo Game

<b>Summary</b>	Autograph Bingo is an icebreaker that asks people to mingle and find people that match interesting facts on a bingo card. The game causes players to discover interesting and humorous facts about each other.
<b>Items needed</b>	Paper and pens or pencils for everyone in the group
<b>Setup</b>	<p>Prepare a table with 5 rows and 5 columns (5x5), with interesting facts inside the boxes. These facts can include humorous or bizarre things. For example, you can use facts such as:</p> <ul style="list-style-type: none"><li>• Speaks more than one language</li><li>• Enjoys thunderstorms</li><li>• Likes a bizarre pizza topping</li><li>• Has been to outside of the country</li><li>• Has more than 2 siblings</li><li>• Has gone without a shower for more than 3 days</li><li>• Has gone skydiving or bungee jumping before</li></ul>

Try to be as creative as you can! Like traditional bingo, you can mark the center square as a "free space."

**How to play** Pass out pens and the bingo cards to each player. Explain the game along with the following rule: each person you talk to may only sign your sheet once (so that people can interact with as many people as possible). When everyone is ready, say "Go!" and begin the game. Once a player shouts "Bingo!" everyone returns to the center and the person must introduce the people who signed his or her sheet. If desired, you can ask each person to explain their fact.

## Two Truths and a Lie

**Summary** A good get-to-know-you icebreaker in which each person says two truths and one lie. The goal is to figure out which statement is the lie.

**Items needed** Just participants!

**Setup** No setup necessary!

**How to play** Have everyone sit in a circle. Each person prepares three statements, two of which are true, and one of which is a lie. In any order, the person shares the three statements to the entire group. The object of the game is to figure out which statement is a lie. The rest of the group votes on each statement, then the person reveals which one is the lie.

**Variation** *Two Truths and a Dream or Wish.* As an interesting variation to the classic Two Truths and a Lie icebreaker, people may also play this version. Instead of stating a lie, a person says something that is not true—yet something that they wish to be true. For example, someone who has never been to Hawaii, but wants to visit would say: "I visited Hawaii when I was young." This interesting spin often leads to unexpected, fascinating results, as people often share touching wishes about their lives.

## Big Wind Blows

**Summary** Big Wind Blows is a good icebreaker that helps people get to know each other better. Players sit in a circle, with one person in the center as "the big wind." This person identifies a characteristic that is true about themselves and then all players who share the same characteristic must find a new seat.

**Items needed** Chairs for each player, minus one.

**Setup** Arrange several chairs facing inward into a medium sized circle. There should be one chair for each player, minus one.

**How to play** One person starts as the "Big Wind" in the center of the circle, with everyone else seated around him or her. The Big Wind spins in the center while saying: "The Big Wind blows \_\_\_\_\_". The blank must be filled with a true statement about himself or herself, such as "The Big Wind blows everyone who has been to Canada" or any other true fact.

At this point, any of the players who share this characteristic (including the person who is currently the Big Wind) must stand up

and quickly find a new seat. For each statement, no player is allowed to sit in the same seat or a seat directly adjacent to his or her previous seat. One person will be left without a seat. This person becomes the new “Big Wind” for the next round.

This game becomes more interesting when players use unique, unexpected, or funny statements. You’d be surprised how many people have done, experienced, or enjoy the same things as you!

### **Whose Story is it?**

<b>Summary</b>	An icebreaker in which you read various (bizarre) stories and try to guess whose true story it is.
<b>Items needed</b>	Paper, pens, container, 4 chairs or a couch
<b>Setup</b>	Set couch or 4 chairs in a row in facing the group. Pass out the slips of paper and pens. Have everyone briefly write down a true story or experience that happened to them on the paper along with their name. The more bizarre, the better. Fold the slips of paper and put them into the container, shuffling them and mixing them up.
<b>How to play</b>	A mediator picks out four slips of paper and calls out the names of the people. These people go and sit on chairs or a couch apart from the group. The mediator reads off the stories and then the group tries to figure out whose story is whose. The group does this by asking different people to tell different stories. The people on the couch try to convince the group that the story they tell really is theirs. After everyone on the couch has told a few different stories, the group votes. This repeats until everyone has gone up, and the group has successfully identified each person’s story.

### **Blanket Name Game**

<b>Summary</b>	A good get-to-know-you name identification game. Two people stand facing each other with a large blanket in between. The blanket drops, and the first person to correctly identify the other person wins the round.
<b>Items needed</b>	Blanket
<b>Setup</b>	No setup necessary! Go around the room and make introductions. Share your name and other information such as your hobbies, major, etc. Separate into two groups and have two people hold a large, thick blanket separating the two groups so that neither group can see the other.
<b>How to play</b>	When the blanket drops, the first person to correctly call out the name of the other group’s designated person wins the round. The group may strike different humorous poses to distract the attention of the other group’s person.

## Teambuilding Activities

### Objectives

- Foster group cohesion, communication, and collaboration.
- Involve participants in a variety of purposeful activities that introduce retreat concepts.
- Establish a positive tone.

#### Max Time 20 minutes

##### Name Aerobics

Have participants stand in a circle. Have them identify the first letter of the name that they would like to be called during the summit. This may be a nickname, last name, etc. Next step is to think of a characteristic/adjective that starts with that letter. Example: Crazy Cara

After name and descriptor have been identified, they must come up with an action that corresponds to the name. Example: Crazy Cara might jump wildly.

Reinforce with the group that the action should be one that the rest of the group would be comfortable doing. Keep actions "appropriate."

Identify a starting point in your circle. The entire group repeats the starter's name and action. Continue around the circle, each time restarting at the beginning.

You may add some fun alternatives at the conclusion, such as having the group mix into a new order, repeating as fast as they can, and/or going in reverse.

This activity must be started with great enthusiasm to have the greatest impact.

#### Max Time 15 minutes

##### Items needed

##### Helium Hoops

One Hula Hoop

For maximum effect, facilitators should play this up by never leaving their hoop unattended and by ensuring that if it is put down, something is placed on top of it. In addition, when it is picked up, make sure it automatically shoots above your head! The single reference of "this is my helium hoop" is all it takes to set the idea in people's minds.

Participants will only be able to touch the hoop with the tips of their index fingers and may only touch the hoop from underneath. Keep fingers straight and level. No curling. They must maintain contact with the hoop at all times. If they lose contact, they should immediately re-establish contact. Demonstrate by bumping the hoop up at appropriate times to plant the idea of upward movement.

**Their objective is to lay the hoop on the ground following the basic instructions.**

On the first attempt bring the hoop to the center of the group and wait for the group to bring their fingers to the hoop. Continue this for several attempts.

After an appropriate number of attempts, bring the hoop to a lower starting point; bring the hoop to their fingers instead.

If the group is not successful, you can still have excellent processing. Watch time closely.

### **Processing**

How did the group approach the challenge?

What was the initial reaction of the group to the challenge? Did they think they would be successful? Why or why not?

What skills did it take to complete the task?

**Max Time 15 minutes**  
**Items needed**

### **Frenzy**

Five Hula Hoops; 30 or more tennis balls.

Arrange the five hula hoops in a designated area like you would see a five represented in dice.

Place all the tennis balls in the middle hoop.

Have the group divide evenly among the remaining four hoops and have each team claim a hoop as theirs.

**The object of the exercise is to place all of the tennis balls in their hoop. Once they have all the balls, they win.**

Ground Rules are:

1. No throwing or tossing balls.
2. All the balls must be out of the middle hoop before you can begin to take balls from the other hoops.
3. No defending the hoops.
4. Do NOT touch any other player from any team.
5. You may only get balls from the ground.

There will likely be several rounds

Give the teams one minute of strategy time.

Play round one for three minutes. At this point there has been constant running and teams are tired. Stop the group; ask them to re-strategize before beginning the second round.

After another fruitless 3 minutes and participants no nearer to winning, stop the group again. Restate the objective.

Give more strategy time. Hopefully an individual or small group will suggest that working together is the only way for them to be successful.

Success will be reached when the balls are left in the center and the hoops moved to the middle!

### **Processing**

When they first began, what did they think that they had to do in order to be successful? Why did the group automatically make this into a competition?

What did it take to break out of the usual mold and start thinking differently?

What dynamics emerged during the exercise?

How does this exercise fit in to the mix?

**Max Time 15 Minutes**

### **The Maze**

In front of you is a maze. The group's goal is to get through the maze without making any mistakes. The pathway out of the maze has already been determined and the facilitators are the only ones who know it.

You can only move from the box where you start to a box that shares a common boarder (no diagonal movement). The whole group must go through the maze one member at a time. If anyone makes a mistake as they travel through the maze, the whole group must start over. When a mistake or false move (to be defined in a moment) occurs, the participant must exit the maze by the same pattern that got them there.

There is NO COMMUNICATING about movement to group members once they are in the maze. It is okay to offer encouragement, but you cannot assist them in the task. Once you have started in the maze, you cannot go back. No maps may be used or created. The group must establish a "batting order" and stick to it to accomplish the task.

"Mistake" – When any member missteps into any maze square that is not part of the pattern and one that has already been learned by other exec members.

"False Move" – When any member fails to discover the next "unknown" square in the pattern through the maze. There is no penalty for a false move, but the member must move to the back of the line.

#### **Processing**

Was this exercise challenging?

What skills did you use to help others through the maze?

What was it like to have to restart the exercise?

What role did concentration and active "watching" play in this exercise?

**Maximum Time: 15 minutes**

**Items Needed**

#### **People Platform**

1 box

Tape & measuring tape

*Instructions:* Remind the participants of the following rules:

Participants may only touch the ground on the outside of the outer square and the inside of the inner square as they complete the task. The area in between the squares is off limits. The entire group must be touching the ground. The objective is to have everyone on the inner square without touching anything outside of it. After the group creatively attempts the exercise, they must hold everyone off the ground for 10 seconds.

An inner square 2' x 2' and an outer 6' x 6' tape/chalk outline of a square should be arranged prior to the exercise. Facilitators should take great care in ensuring participant safety throughout this exercise.

*Variations:* If the group is slow to actively attempt the exercise, after a few minutes, announce a time limit by which they must finish. If a participant touches the inner circle, tell them that they may no longer use that body part. If one member dominates the leadership, take away his/her ability to speak.

**Processing**

What were some of the challenges in completing this activity?

How did you overcome them?

Who was the leader? How was this decided?

How did the introduction of a time constraint affect the activity of the group? (if applicable)

role playing script



## Facilitator Role-Play Scripts

**Scenario 1:** Two facilitators take on the role of a parent and a student who is disabled and need the aid of a wheelchair to get around campus. One of the Greek Connections Team Members has just ended an information session and is answering questions from the group.

**Parent:** "My son is obviously disabled."

**Son:** "Mom!"

**Parent:** "Well, it's true! There's no point in ignoring it! Anyways, I know the fraternity houses have more than one floor. Are they wheelchair accessible and do the rooms, bathrooms, and doorways meet ADA standards?"

**Son:** "Even I don't have any problems getting in and out of the houses, will the fact that I'm...well...different, hurt my chances of getting an invite to join a fraternity?"

**GCT Member:** \_\_\_\_\_

**Scenario 2:** A group of facilitators take on the roles of a group of freshman girls who are thinking of going through formal sorority recruitment. They are abnormally loud and easily distracted while the Greek Connections Team member is sharing information about the Greek community. When the Greek Connections Team member finally asks if there are any questions, the facilitators ask some of the more difficult ones.

**Girl 1:** "So like, what sorority/fraternity are YOU in? Is it like, the best one?"

**Girl 2:** "How are the parties on frat row? You can drink if you're underage, right?"

**Girl 3:** "Who cares about the parties? Greeks do that study file thing right? Where you have, like, this massive file of old tests and projects from every class girls have taken before? I'll pay for my friends if it means I can get Dean's List, too!"

**GCT Member:** \_\_\_\_\_

### Follow up questions:

What did the GCT Member do well?

What could the GCT Member have done differently?

Can you think of any other problems that could have occurred that the GCT Member would have had to address?